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ABSTRACT

A practicum addressed the cognitive and affective needs of underachieving fifth grade students in a suburban school in southwest Florida. Twelve fifth grade students (the target group) were paired with same age tutors who provided supplemental reading instruction four times a week over a 12-week period. They also participated in weekly brainstorming sessions with the researcher and a certified elementary guidance counselor to help them gain insight into the behaviors and conditions hampering their academic progress. Results indicated that the target group made gains in reading levels, self esteem, and on daily English assignments. The brainstorming sessions were deemed successful based on the quality of the students' contributions over the duration of the project. (Seventeen references and 12 appendixes--including the Coopersmith Inventory of Self Esteem and graphs detailing student performance--are attached.) (SR)

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THE EFFECTS OF A PEER TUTORING INTERVENTION PROGRAM ON THE READING LEVELS OF UNDERACHIEVING FIFTH GRADE STUDENTS

By

Marie J. Perry

A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education at Nova University in Partial fulfillment of the requirements for the degree of Master of Science (or Educational Specialist).

The abstract of this report may be placed in a National Database System for reference.

June/1991

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Abstract-Final Report

The Effects of a Peer Tutoring Intervention Program on the Reading Levels of Underachieving Fifth Grade Students.
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Through their participation in a peer tutoring program, this practicum addressed the cognitive and affective needs of underachieving fifth grade students. The target students were identified for inclusion in the program through their instructional reading levels and their California Test of Basic Skills Total Reading and Total Battery scores. The students were screened prior to intervention with the Houghton Mifflin I.R.I. and the Coopersmith Inventory of Self Esteem. Their classroom English grades for the period twelve weeks prior to intervention were recorded for comparison with the grades they earned during the 12 weeks of intervention. The students also participated in weekly brainstorming sessions with the researcher and a certified elementary guidance counselor to help them gain insight into the behaviors and conditions hampering their academic progress. The students in the target group were paired with same age tutors who provided supplemental reading instruction four times a week. The results of the program indicated that gains were made by the target groupin reading levels, self esteem and on their daily English assignments. The brainstorming sessions were deemed successful based on the quality of the students' contributions over the duration of the project. The researcher concluded that the program proved beneficial and that the data contained in this final report should be shared with her colleagues and other concerned professionals within the district through inservice presentations. Appendices include the Coopersmith Inventory of Self Esteem and graphs detailing student performance. Permission to reprint the Houghton mifflin I.R.I. was denied by the publisher.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Marie J. Perry
Student's name

Minor contributions of a professional character and comparable nonprofessional assistance may also be acknowledged.

Table of Contents

Page

Title Page.....i

Abstract.....ii

Authorship Statement.....iii

Observer's Verification.....iv

Table of Contents.....v

Chapters

I. Purpose.....1

II. Research and Solution Strategy.....9

III. Method.....16

IV. Results.....22

V. Recommendations.....25

Reference List.....27

Appendices

Appendix A: Coopersmith Self Esteem Inventory.....29
Appendix B: Scoring and Interpreting Coopersmith Self Esteem Inventory.....32
Appendix C: Target Students' CTBS Total Reading.....33
Appendix D: Target Student's CTBS Total Battery.....34
Appendix E: Houghton Mifflin IRI: Pre Treatment.....35
Appendix F: Houghton Mifflin IRI: Post Treatment.....36
Appendix G: Coopersmith Self Esteem Inventory: Pre Treatment.....37
Appendix H: Coopersmith Self Esteem Inventory: Post Treatment.....38
Appendix I: Coopersmith Self Esteem Inventory Pre and Post Treatment Group Averages.....39
Appendix J: Daily English Grades: Pre Treatment.....40
Appendix K: Daily English Grades; Post Treatment.....41
Appendix L: Daily English Grades Pre and Post Treatment Group Averages.....42

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CHAPTER I

PURPOSE

The school targeted for this practicum is located in Southwest, Florida. The total student enrollment at the school is 766. Five hundred fifty five students are Caucasion, 195 students are Black, 11 students are Hispanic, 4 are of American Indian origin and 1 student is Asian. The number of male to female students is 391 males to 375 females.

The school is located in a low socio-economic suburban area. Seventy eight percent of the total school population qualifies for the Federally subsidized free or reduced breakfast and lunch program. Student absenteeism averaged 5.7 days per child during the 1989-90 school year. Parental involvement in all phases of the educational process at the school is generally poor as evidenced by the lack of participation in the Parent Teacher Organization and the Parent Advisory Committee. In addition, even though no hard data exists, the faculty has made the subjective observation that the actual number of parent conferences held is extremely low in ratio to the number of conferences requested or desired.

At the present time the school is staffed by one principal, one assistant principal and 29 teachers in grades pre-kindergarten through five. There are three full-time

Exceptional Student Education classes based at the school. Two of these classes are for students with Varying Exceptionalities. The other E.S.E instructor meets the needs of students who have been identified as being Emotionally Handicapped. In addition, two teachers meet the various requirements of the students who qualify for part-time S.L.D. assistance from Exceptional Student Services. The school has one media specialist who is aided by a full-time assistant. There is one full-time physical education instructor assisted by one full-time and one part-time aide. Each student in grades one through five receives music and art instruction once a week. Two speech therapists serve the students at the school on a weekly basis. An itinerant psychologist is available for staffings, consultations and testing two days a week. The school has one full-time and one half-time guidance counselor. Two full-time Chapter I teachers and their aides provide instruction for 84 students on a daily basis. A primary educational specialist works with students in kindergarten through fifth grade. The school nurse serves part-time along with a full-time clinic aide. The school also employs two Exceptional Student Education aides, five kindergarten aides, three and one-half primary education aides, a secretary to the principal, a data entry clerk, a bookkeeper, and a part-time lunchroom aide. Two counselors from Lee Mental

Health work with two four/fifth grade classes in the school's Alpha program.

The total number of fifth grade students at the practicum site is 118. Of this group, 21 participate in the Chapter I remedial reading program for one half hour daily, 7 attend speech classes and 11 are in part-time S.L.D. classes. All of the classes are grouped homogenously in regard to ability, sex and race.

The kindergarten through fifth grades are self contained with some modified team teaching. The researcher is a fifth grade teacher who has taught for 16 years at this target elementary school and for 19 years in the district in which the school is located.

The implementation of the program involved students from all four of the fifth grade classrooms. The researcher was the treatment coordinator for the intervention program.

At the onset of the program, according to the Houghton Mifflin Informal Reading Inventory, 34 of the 118 fifth graders were reading at or below the preventative level in the 4th grade county adopted basal text which for this group of students indicated that they were reading one year or more below grade level. These 34 students had an average Total Reading percentile score of 25 on their 1990 California Teat of Basic Skills. The

group's Total Battery percentile average was 32.

The academic implications of these figures were manifold. First and most immediate, a student reading a year and a half below grade level cannot be realistically expected to function adequately while reading in the content area. Secondly, a student in 5th grade with this large disparity between he or she and his or her peers is at a threshold, where if reading improvement is not immediately forthcoming, academic failure is almost a certainty. For the highly nurturing atmosphere of the elementary school environment, where students enjoy a great deal of individual attention, is absent in large part from the middle school environment. Furthermore, students who are experiencing failure or struggling to achieve develop a mind set that leads to an undesirable self-fulfilling prophesy. These struggling students: the ones for whom academics often have no apparent intrinsic rewards, are the students at greatest risk of dropping out of school.

There are many factors that account for the large number of students who are adrift academically. One of the main factors is that many of the parents do not make schooling a priority item in the lives of their children. Since values are inculcated through modeling, one cannot expect a child from a home where education and literacy are not revered to arrive at the schoolhouse gates

eager to purse academic endeavors. Twenty four percent of the parents of our students do not have a high school diploma or its equivalent. The level of involvement in the daily operation of the school by parents and community members is extremely low. Currently there is 1 uncompensated volunteer aiding at the school. While 24 parents are members of the P.T.A., attendance at the three meetings for the year has averaged only 4.

In addition, many of the parents of the students have problems with substance abuse and this would logically transfer to either an indifferent or inappropriate attitude toward their child's academic progress.

Another factor that impedes the educational process is a high level of absenteeism. Among the 5th grade students identified as reading at or below the preventative level in the 4th grade basal text, the average number of days absent during the first 90 days of the school year is 12.9 days compared to 6.2 days for all other 5th grade students.

In general, the families of the students at the target school exist at or below the proverty level. Forty seven percent of the students come from homes where only 1 parent is present. Seventy eight percent of the school's population is eligible for the Federally subsidized free or reduced breakfast and lunch program. Research has consistently shown a direct correlation

between economic status and academic achievement.

For all these students, regardless of the particular factors hampering their individual academic progress; low socio-economic status, low student and parental expectations, a diminished self-esteem and low academic achievement are all realities that education must address. One cannot correct past and present environmental and emotional impediments that students may face; but one can stop making excuses for the lack of academic success and instead, focus on the fact that these children are just as capable of attaining significant academic gains as any child within the system.

The researcher identified the target group as the 12 fifth grade students who received the treatment. These targeted youngsters were chosen for participation in the program because they were identified through an I.R.I. as reading at the preventative level in the district adopted 4th grade basal text. Additionally, each of these students was recommended for inclusion in the project by their individual classroom instructors. From this point on, when the researcher refers to the target group, she is referring to the fifth grade students who received the treatment.

The major objective for this program was that over a period of twelve weeks, 33 percent of the target group would be

successfully reading and comprehending in the fifth grade basal text as evidenced by comparison of pre and post treatment levels achieved by the students on the Houghton Mifflin Informal Reading Inventory. It is imperative that the reading ability of the target group be enhanced in order for these students to realize academic success in all areas of the curriculum. In this light, a peripheral objective will be that skill gains will be realized by the treatment group in English as measured by comparing their levels of academic achievement in English prior to the treatment with the group's academic achievement in English subsequent to the program. Therefore, at the end of the 12 week intervention process, it was expected that at least 33 percent of the target group would evidence an average increase of a letter grade in their classroom English grades when compared with their levels of achievement prior to intervention.

Additionally, since students who have trouble making satisfactory academic progress generally have developed many negative feelings and have a sense of low self-esteem, it was reasonable to expect that with an increase in reading ability among the members of the treatment group there would be a concomitant increase in their feeling of self worth. Therefore, over the twelve week period of treatment, it was expected that 80 percent of the target group would show at least a 20 percent

increase in self-esteem as measured by comparing the results of the Coopersmith Self-Esteem Inventory administered to them prior to the intervention program with the results attained by the target group after the twelve week treatment period.

Finally, it was the intent of the program detailed in this practicum to instill a lasting quest for knowledge among the target students; while having each of them accept responsibility for his or her own academic success or failure. With these ideals in mind, the final objective was that the target group would participate in weekly brainstorming sessions during which they discussed possible reasons and circumstances for their reading difficulties and their poor academic performance in general. The emphasis of the sessions was to focus on arriving at possible solutions and approaches which would assist them as individuals and as a group to understand and deal with the diverse issues raised during these meetings. It was expected that through these sessions, over the 12 week period of intervention, the depth of introspection and understanding as well as the quality of the students' input would increase and expand as measured by teacher observation.

CHAPTER II

Research and Solution Strategy

Student tutors have long been used to help other students in public schools. In independent research done by Murry, Freeman and Luther in 1972, it was found that college level trained peers could help other college students with academic problems. In some instances, student advisors proved more helpful than faculty advisors (Murray, 1982).

In elementary schools, studies on peer tutoring also indicated that both tutors and recipients benefit from the experience (Norris and Wantland, 1982). In one program, Norris reported on fourth grade students who had, over a 5-month period, tutored same age children with reading difficulties. The results indicated that the recipients gained 6 months in reading ability while the tutors gained 1.4 years.

According to Norris and Wantland, (1982) one of the major reasons for implementing an elementary level student peer tutoring program is the increased interaction one realizes between students in question and response behavior. According to Hall, (1982), and Delquandril and Grunull, (1981), a necessary condition for academic achievement is an arrangement in which there is frequent interaction between teacher and/or classroom antecedents and student responding. Within the context of the

opportunity to respond model developed by Greenland, (1981), learning is viewed as a product of eco-behaviorial interaction in the class; that is, environmental factors (e.g.,time allocated for instruction, curriculum, tasks presented to students, and teacher behaviors) and the levels of active student responding (e.g., reading aloud, writing, and oral responses) are considered critical to student achievement.

Although many teachers would strongly agree with these views, many educators would just as strongly argue that large class sizes, the increasing pressures to cover a very broad curriculum, combined with the schools assuming a larger custodial role, would all but make these theoretical ideals impossible to implement.

However, peer tutoring systems represent an alternative approach for attaining the goal of increasing student responding described in the aforementioned example. The child in responding demonstrates that he is on task instead of engaging in off task behaviors. When a child is involved in peer tutoring, it allows both the tutor and recipient the opportunity to provide instant recognition and praise individually. This component, which enables the teacher and student to view immediate beneficial effects and provide reinforcement based on student progress has

been reported by teachers to be one of the most important for maintaining both the child and the teacher in the procedure (Elliott, 1984).

Therefore, one can state that the most common goal of peer tutoring is that of enhancing academic gain for the receiver. Frequently this goal is attained by mere exposure to and rehearsal of learned material (to improve retention and recall), peer tutoring can also be used for teaching new material. It can formulate the development of higher order cognitive skills (Collier, 1980).

Peer tutoring may also be utilized as a model that demonstrates structural learning skills; such as, concentration of the material, attendance to another person, organizing work habits, and asking pertinent questions. Studies completed by Trovats and Bucher, (1981), indicate that there exists many applications and a broad range of effectiveness of peer tutoring when one considers such factors as setting, population, and subject matter.

As in the case of the recipients, the tutor's concomitant academic gain may result from the exposure to and rehearsal of the materials. It may also involve the development of higher organizational cognitives skills. Futhermore, organization of

the information (especially when it occurs prior to the actual peer tutoring session) facilitated long term retention. This aids in the formation of a more comprehensive and integrated understanding(Bargh and Schui, 1981).

Besides its explicit manifestation as a teaching and a learning experience,peer tutoring is also a social experience. It provides peers with an opportunity to interact, to get to know each other, and to develop the social skills of listening, understanding, soliciting and delivering help and communicating clearly (Cazden, 1989).

According to Jiskan Cohen, (1986), as with other learning processes, tutoring provides a learning structure for both the administrator and recipient that includes an environmental and temporal setting for learning that involves modeling, communicationg, feedback and a motivational system. All of the aforementioned are modified by the special characteristics of the peer tutoring process. The peer tutoring model's individualized nature, and the closeness in age of the peer teacher with the student, makes the learning process more efficient.

The few studies which report negative relationships arising from peer tutoring deal in negative behaviorisms; such as, unnecessary and excessive questioning (Cole, 1982). If

recipients ask too often for help that is irrelevant or are seen as trying to put their work off on others, then it is likely that such help seeking would contribute to low peer status. This constant means of questioning could also signal that a child is unsure of his or herself and, therefore, lacks the confidence to make a definite decision.

Upon school entry, the classroom becomes a major arena for the developement of peer relations. The importance of peers in a child's social, social cognitive and cognitive skill development has long been recognized (Hartup, 1983). Salient features of classroom peer relations are helping exchanges between peers (Hertz-Lazarowitz, 1983), and (Nelson, LeGall and Glor-Scheib, 1985). Additionally, the closeness in age of a peer as a teacher, a characteristic unique to peer tutoring, renders numerous advantages to the learning process. The similar age factor of the peer as model, and the possible potency of the peer as a social reinforcer, have been stated. However,this is evidenced through observing youngsters who readily relate to another child via language and gestures. The peer also may be better equipped than the adult to present the subject matter. They can simplify the material in a way the recipient can understand. Since the peer has greater familiarity and better appreciation of the younger student's cognitive framework, the peer may communicate more effectively with the receiver than does an adult teacher. This is because the tutor shares the same peer

language, gesture repertoire and necessary sensitivity. The peer seldom has the adult's prejudices against students who are identified slow learners, which can act as self-fulfilling prophecies. These factors contribute to the recipents being relaxed and free with a peer tutor. This has been confirmed in numerous conversations between the researcher and a certified school guidance counselor. In all discussions, the counselor has repeatedly confirmed the fact that self-concept has a direct correlation with peer acceptance. In the vast majority of the research, the implementation of a peer tutoring program resulted in improvements in self-esteem, grades, and improved school attitude.

In order to improve fifth grade basal reading levels, increase feelings of selfesteem and to raise academic productivity in English, a peer tutoring program featuring a synthesis of the above studies is indicated. The researcher will design the program that will address the 3 objectives identified in this proposal. The program will utilize 12 fifth grade students reading at or above grade level to act as tutors for 12 of their classmates who are reading at the 4th grade level in the county adopted basal Reading series.

Other alternative models of solution strategies as suggested by the research would include daily tutoring sessions between the

target fifth graders and an adult tutor. This is not feasible as the target school only has one uncompensated adult volunteer who assists in the primary grades. A classroom instructor would not have enough contact time each day with the students to prove effectively for in a given reading session, there is not sufficient time for individualized instruction, and reinforcement of a particular lesson.

In order to get the intensive exposure to reading insturction the target students need; and when consideration is given to the time constraints of a sturctural school day, the researcher feels that a peer tutoring program is the most feasible strategy for accomplishing the goals set forth in this proposal.

CHAPTER III

Method

At the onset of this project, the researcher consulted the building principal, guidance counselors, Prep specialist and the fifth grade classroom teachers in order to solicit their input into the formulation of the intra-grade tutoring program. The consensus of the group was that the fifth grade tutors should be cooperative students possessing good social and communication skills as well as being individuals who readily accepted and relished leadership roles. Academically, the tutors were reading at or above the 5th grade level in the county adopted basal text. The twelve 5th grade students who were the recipients of the tutoring program were pupils reading in the 4th grade basal text who were identified as highly motivated, cooperative individuals whom the individual classroom teachers felt would derive benefit from a peer tutoring program.

Beginning March 4, 1991, the researcher met on separate occassions with the two groups selected through teacher recommendation to participate in the program.

The twelve tutors received instruction and training by the researcher and one of her colleagues in the tutorial method and the proper use of the materials they were going to utilize throughout the program.

The twelve participants who were the recipients of the program were administered pre-treatment editions of the Informal Reading Inventory published by Houghton Mifflin and the Coppersmith Self Esteem Inventory. Their average daily English grades from the 12 weeks prior to treatment were individually recorded as a numerical value and filed for comparison with their performance during the implementation of the project.

Furthermore, with the cooperation of the media specialist, it was agreed upon by all concerned that all recipients would receive instruction from their peer tutors on Mondays, Tuesdays, Wednesdays and Thursdays from 12:30-1:00 p.m. in the school's media center for the duration of the project. Fridays were reserved for special sessions in the media center with the researcher

With the building principal monitoring and observing the implementation process and the researcher acting as resource consultant, the intra-grade tutoring program adhered to the following schedule.

Week 1: Pretests were given to the selected target group and the English grades were compiled and recorded. The tutors were given training in the proper use of materials; and the participating classroom teachers were

familiarized with the time frame and activities comprising the intervention process.

Week 2: Tutoring sessions began their 4 days a week schedule. On Monday the tutors and recipients met in the library at 12:30 pm. Each recipient drew the names of a tutor from a container in order to ramdomly determine the 12 tutor/recipient pairings. The media specialist provided each of the teams with an area within the media center where the one half hour tutorial sessions would occur. Each of the peer teams was given 2 copies of Gateway textbooks and 2 Gateways workbooks. Additionally, the tutors were given a packet of bonus pages and the end of unit assessment forms.

On Fridays the researcher met with both groups of students and discussed the amount of content covered during the week's tutorial sessions. Instruction for each recipient began with unit 17 and 2 units a week were covered, both during the sessions and through independent assignments. Any concerns or conflicts that arose on the part of any individual or peer teams was addressed and resolved at these weekly meetings. In addition, these Friday meetings were utilized as brainstorming sessions where students openly explored their concerns about their

academic performance, their inclusion in the peer tutoring program and, in general, any issues that they felt might be relevant to each of their particular curcumstances.

Week 3: The tutorial program, monitoring process, and brainstorming sessions continued.

Week 4: The tutorial program, monitoring process, and brainstorming sessions continued.

Week 5: The tutorial program, monitoring process, and brainstorming sessions continued.

Week 6: Mid-term evaluation occured by bringing the tutors, recipients, classroom instructors, media-specialist, mentor and principal together. The researcher solicited suggestions and advice that any of the participants had to offer. The group arrived at the consensus that the entire program should continue in its present format with the exception of 1 minor change. That change involved including the guidance counselor in the weekly Friday evaluation and brainstorming sessions. It was felt that an individual trained in dealing with

interpersonal relationships and dispute resolution would be a great asset to the project.

Week 7: The tutorial program and monitoring process continued with the guidance counselor participating in the Friday evaluation and brainstorming session.

Week 8: The tutorial program, monitoring process and brainstorming sessions continued.

Week 9: The tutorial program, monitoring process and brainstorming sessions continued.

Week 10: The tutorial program, monitoring process and brainstorming sessions continued.

Week 11: Researcher met with the tutors and recipients and obtained a subjective evaluation of the program. The tutorial program, monitoring process and brainstorming sessions continued.

Week 12: The I.R.I. and Coopersmith post-tests were

administered by the researcher and comparisons were made with pre-treatment results. English grades earned by the recipients of the program during the duration of the treatment process were tabulated and reported as a numerical value. These values were then compared with those obtained prior to intervention. The researcher held private conferences with all the students and teachers involved in the project in order to provide feedback and assuage any concerns a particular individual may have been harboring. The guidance counselor was consulted and the brainstorming sessions were evaluated as to the quality of the participants' responses over the course of the treatment program.

CHAPTER IV

Results

In this practicum, the pre and post treatment reading levels of the target group as measured by the Houghton Mifflin Informal Reading Inventory were utilized by the researcher to measure the increases in reading levels expected from the target students. The data from this assessment device was organized into a bar graph format that provideD a visual portrayal of each student's reading level prior and subsequent to the program of intervention. It was expected that 33% of the target students would be reading on grade level at the conclusion of the tutorial program.

What actually occured was that 5 of the 12 target students or 41.66 percent were functioning at grade level subsequent to intervention (see Appendices E and F).

This practicum was also designed to measure any changes in the perception of the target students in regard to individual self worth that occurred over the duration of the treatment program. Pre and post treatment levels of self-esteem were measured by the Coopersmith Self-Esteem Inventory and are reported in this practicum in a bar graph format. At the conclusion of the intervention process, the researcher expected 80% of the students in the treatment group to have at least a 20

percent increase in feelings of self worth when compared with their levels off self esteem recorded prior to the treatment program.

At thea end of the intervention process, 8 of the target students or 66.66 percent registered increases in self esteem on the Coopersmith Inventory. Two of the students' scores reflected decreased feelings of self worth and 2 students' scores evidenced no change over the course of the program. As a group, the average pre treatment score for the target students was 64.66 compared to an average post treatment score of 68. This translates to a 4.92 percent average increase among the target students in feelings of self esteem over the duration of the intervention process (See Appendices G, H and I).

Additionally, the English grades recorded in the target students' classroom instructors' grade books for the period 12 weeks prior to intervention were tabulated and assigned the following numerical values: A=4.0, B=3.0, C=2.0, D=1.0, F=0. The grades were then averaged and visually represented in a bar graph format for both individuals and as a group average. At the end of the treatment program, the same procedure described above was applied to the English grades earned by the target group during the course of the program. Comparisons were then made of the English grades achieved by the target group in the English

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content area prior to and during treatment. The researcher expected that skill enhancement in English would occur to such a degree that 33 percent of the target group would realize at least a letter grade increase in their average daily English grades over the course of the treatment program.

While none of the individual target students achieved an increase in their English grades equivalent to an entire letter grade, the students as a whole evidenced a 9.65 percent increase in their average daily grades over the 12 week period of intervention when their pre treatment grade point average of 1.78 was compared with their post treatment average of 1.97 (See Appendices J, K and L).

Finally it is the considered opinion of both the researcher and the school guidance counslor that the brainstorming sessions were successful in that they produced thoughtful, insightful introspection among the target group that increased in quality over the duration of the project. It was also noted that there was great progress made by the students in developing and honing their problem solving skills.

CHAPTER V

Recommendations

At the practicum site, the described treatment for increasing reading performance, self esteem and proficiency in the English content area should be expanded and used beyond the regular fifth grade classrooms involved in the program. An intra-grade peer tutoring program based on the premise of this practicum would, in fact, significantly benefit all regular elementary aged children with reading deficiencies or, for that matter; those experiencing academic difficulties in any area of the curriculum.

The program should also be modified into a cross-age tutorial program which would incorporate gifted and regular intermediate level elementary students as trained peer tutors for primary level students experiencing scholastic problems. Enlisting gifted and older intermediate regular students as tutors would enhance their interpersonal, communication and leadership skills when dealing with younger and lower functioning peers.

The researcher also suggests that middle schools would benefit from intervention programs described in this project after a few modifications are made. It is the researcher's belief that because of the close interaction between peers

involved in a collaborative effort, positive student attitudes would be cultivated and the overall morale of the school would flourish, thereby, creating a more unified student body and enhancing the school's academic environment.

It is the researcher's suggestion that other elementary schools utilize similar peer tutoring programs in order to improve academic performance, enhance self esteem and sharpen critical thinking skills. Therefore, the researcher plans to share the results obtained through this innovative program not only with members of her own faculty, but with the faculties at other schools throughout the district through inservice presentations. Only one introductory workshop per school should be necessary to explain the program and familiarize the teachers with the procedures and materials necessary to implement the tutorial process. The researcher will remain as an available resource consultant to all educators interested in implementing the program described in this practicum.

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APPENDIX A

SELF ESTEEM INVENTORY (SEI) - Stanley Coopersmith
University of California, Davis
(Rev. P. K. Yonge 1972)

Appendix A

SELF ESTEEM INVENTORY (SEI) - Stanley Coopersmith
University of California, Davis
(Rev. P. K. Yonge 1972)

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check ( ) in the column "LIKE ME".

If the statement does not describe how you usually feel, put a check ( ) in the column "UNLIKE ME".

Answer All Questions

There are no right or wrong answers.

	LIKE ME	UNLIKE ME
Example: I'm a hard worker.		
1. I OFTEN WISH I WERE SOMEONE ELSE.		
2. I FIND IT VERY HARD TO TALK IN FRONT OF THE CLASS.		
3. THERE ARE LOTS OF THINGS ABOUT MYSELF I'D CHANGE IF I COULD.		
4. I CAN MAKE UP MY MIND WITHOUT TOO MUCH TROUBLE.		
5. PEOPLE THINK IT IS FUN TO BE WITH ME.		
6. I GET UPSET EASILY AT HOME.		

	LIKE ME	UNLIKE ME
7. IT TAKES ME A LONG TIME TO GET USED TO ANYTHING NEW. _____		
8. KIDS MY OWN AGE LIKE ME. _____		
9. MY PARENTS USUALLY CONSIDER MY FEELINGS. _____		
10. I GIVE IN VERY EASILY. _____		
11. MY PARENTS EXPECT TOO MUCH OF ME. _____		
12. IT'S PRETTY TOUGH TO BE ME. _____		
13. I HAVE LOTS OF WORRIES. _____		
14. KIDS USUALLY FOLLOW MY IDEAS. _____		
15. I DON'T THINK I'M VERY GOOD. _____		
16. THERE ARE MANY TIMES I'M VERY UNHAPPY AT HOME. _____		
17. I OFTEN FEEL UPSET AT SCHOOL. _____		
18. I'M NOT AS NICE LOOKING AS MOST PEOPLE. _____		
19. IF I HAVE SOMETHING TO SAY, I USUALLY SAY IT. _____		
20. MY PARENTS UNDERSTAND ME. _____		

	LIKE ME	UNLIKE ME
21. PEOPLE LIKE OTHERS BETTER THAN THEY LIKE ME.		
22. MY PARENTS USUALLY TRY TO MAKE ME DO THINGS.		
23. I OFTEN GET DISCOURAGED IN SCHOOL.		
24. THINGS USUALLY DON'T BOTHER ME.		
25. PEOPLE CAN'T DEPEND ON ME.		

APPENDIX B

INSTRUCTIONS FOR SCORING AND INTERPRETING THE SELF-ESTEEM INVENTORY (SEI)

Appendix B

INSTRUCTIONS FOR SCORING AND INTERPRETING
THE SELF-ESTEEM INVENTORY (SEI)

There are two forms of the Self-Esteem Inventory: A contains 58 items and a total of five subscales, B contains 25 items and no subscales. Form A provides a general assessment of self-esteem which may be broken down into component subscales depending on the goals and interest of the tester, but which may also be used without such differentiation. Form B is briefer, does not permit further differentiation, and takes about half the administration time of Form A. The total scores of Forms A and B correlate .86, a finding which has been established to a markedly similar extent on four different samples. This is not surprising since Form B was based on an item analysis of Form A and includes those twenty-five items which showed the highest item-total score relationships of scores obtained with Form A. Validating information is presented in Coopersmith's monograph "The Antecedents of Self-Esteem" (Freeman, San Francisco, 1968).

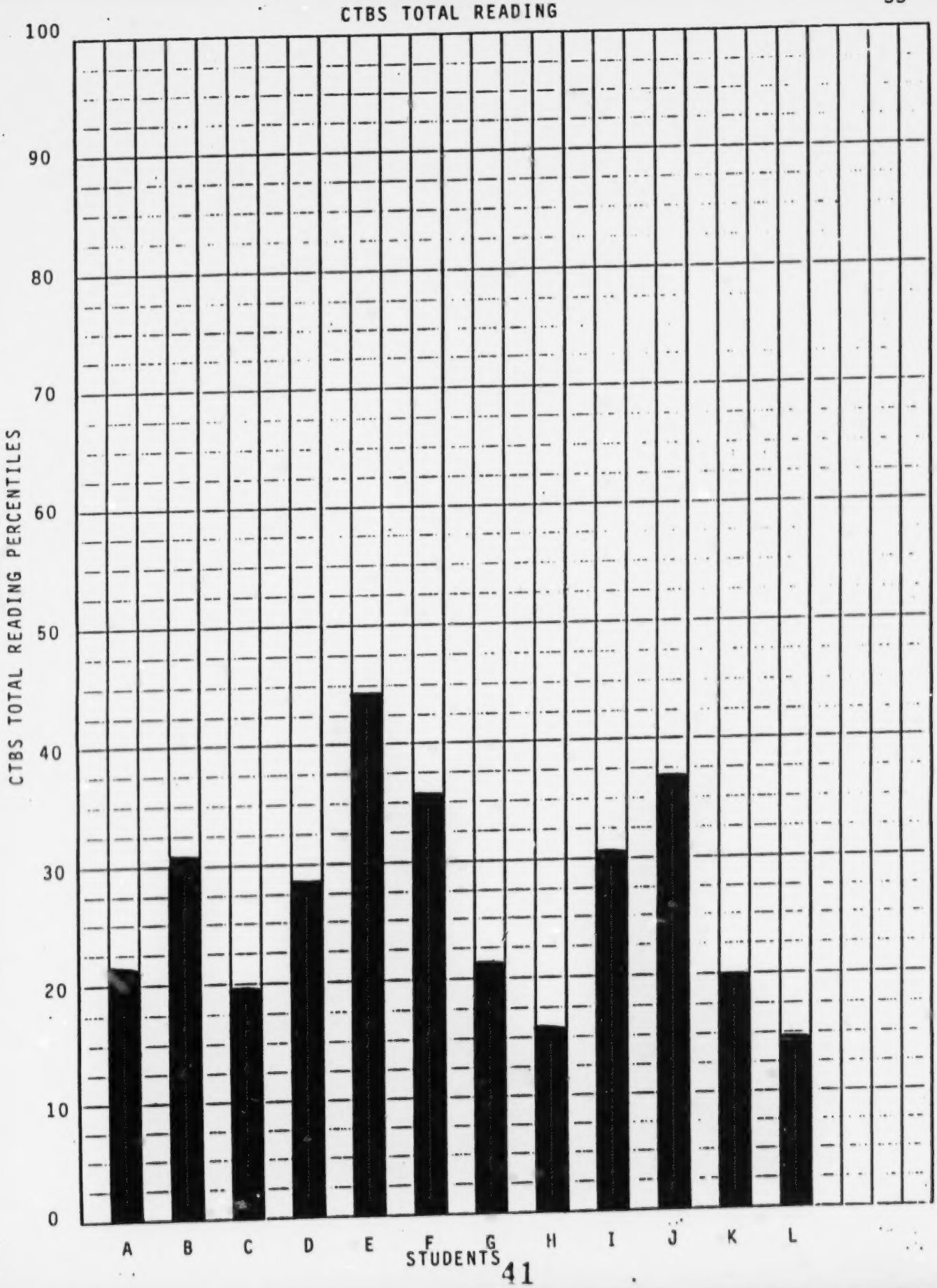
The score is reported as a single score with a maximum of 25, indicative of high self-esteem. The number of correct responses is noted, then multiplied by four (25 x 4 = 100) providing a figure which is comparable to the Self-evaluation score obtained from Form B.

Age Range: Has been used without difficulty on a group basis with populations ranging from seven to adult level. Older groups are not comfortable with the wording of several items which may accordingly be altered to suit the sample. In samples with children younger than seven or where the educational experience has not resulted in an average reading or conceptual level, rewording and/or individual administration may be required. Oral discussion by researcher can be used for non-reader.

APPENDIX C

CTBS TOTAL READING

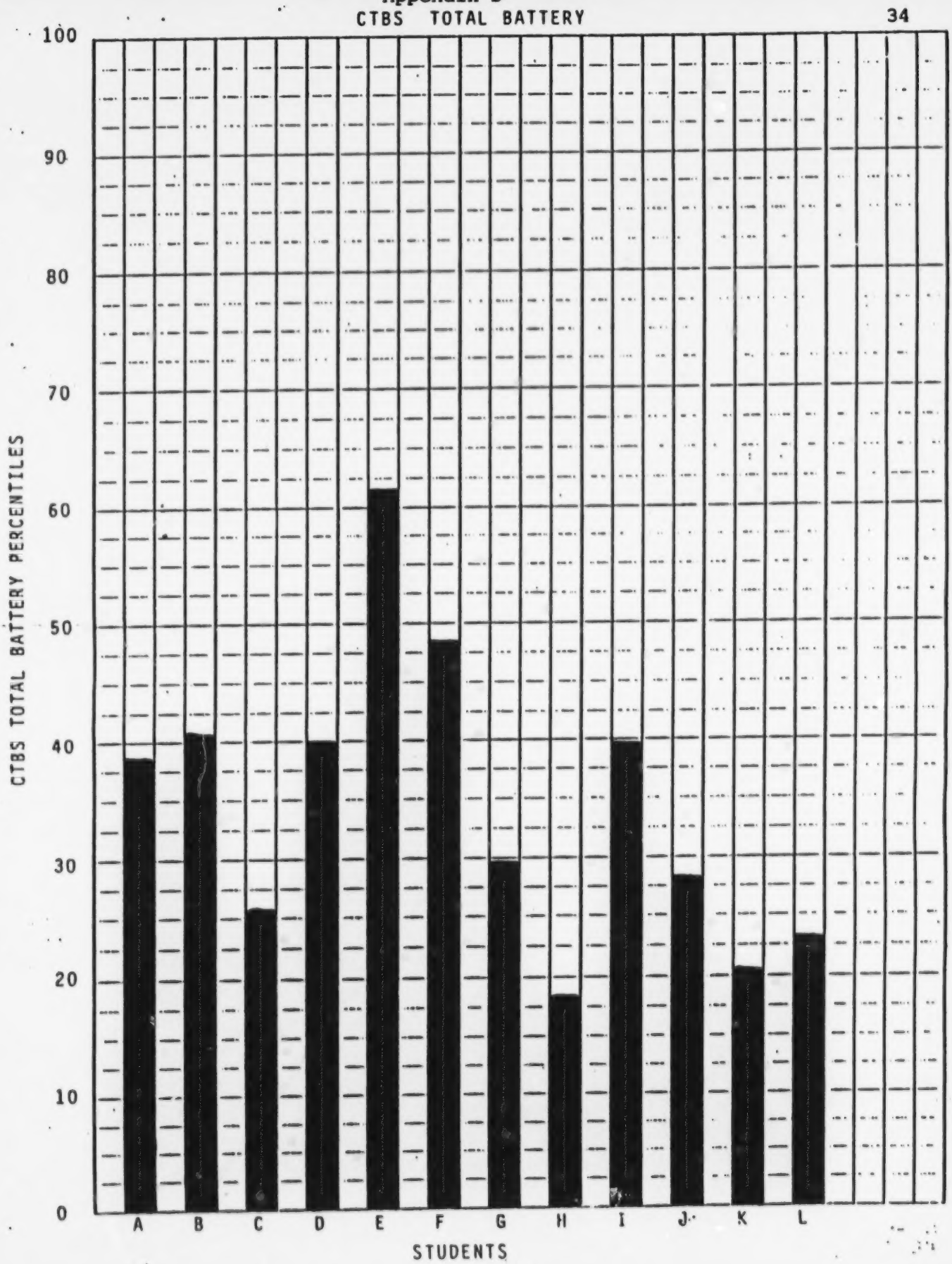
Appendix C


CTBS TOTAL READING
CTBS TOTAL READING PERCENTILES
100
90
80
70
60
50
40
30
20
10
0
A
B
C
D
E
F
G
H
I
J
K
L
STUDENTS

APPENDIX D

CTBS TOTAL BATTERY

Appendix D

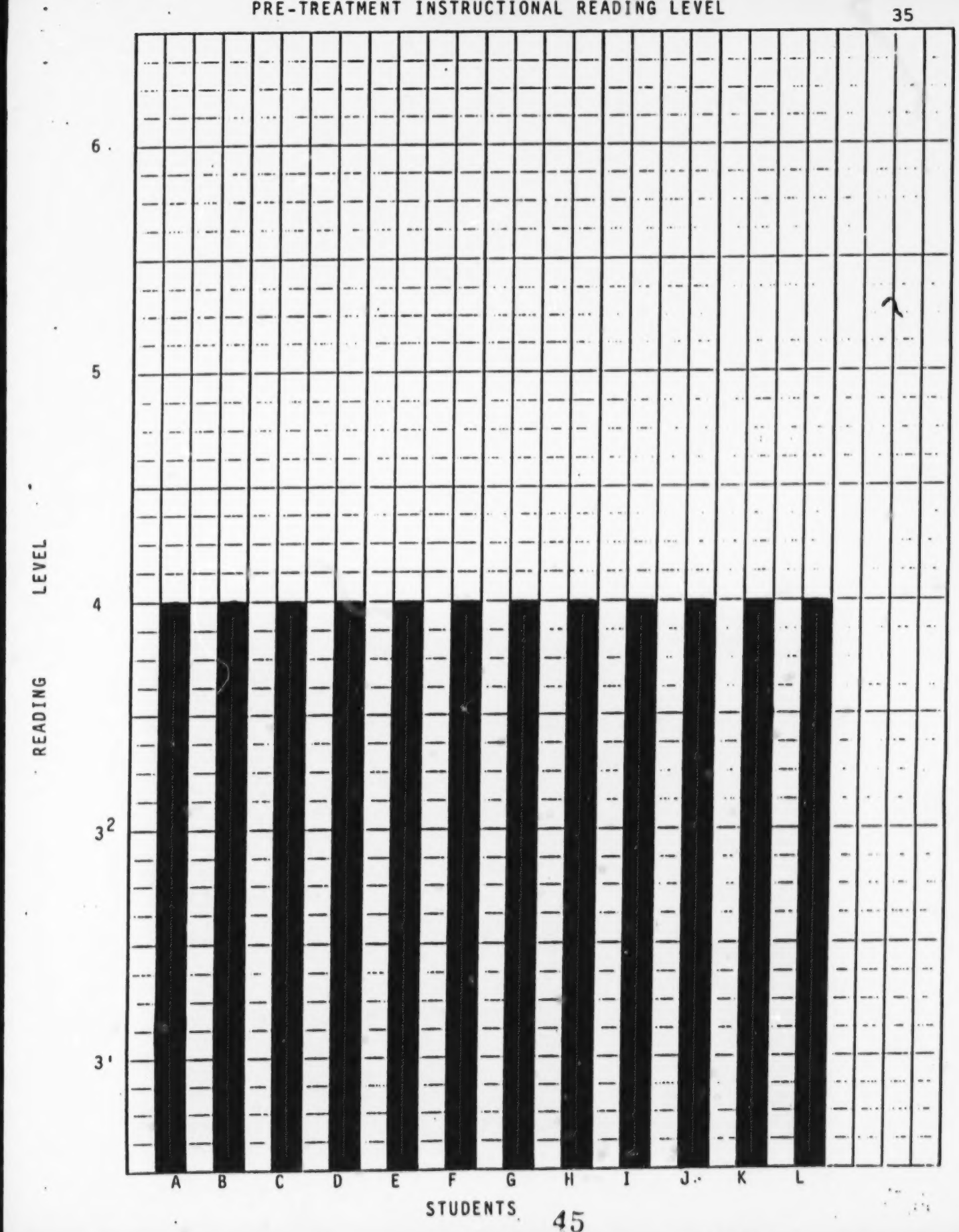

CTBS TOTAL BATTERY
34
100
90
80
70
60
50
40
30
20
10
0
CTBS TOTAL BATTERY PERCENTILES
A
B
C
D
E
F
G
H
I
J
K
L
STUDENTS

APPENDIX E

PRE-TREATMENT INSTRUCTIONAL READING LEVEL

Appendix E

PRE-TREATMENT INSTRUCTIONAL READING LEVEL

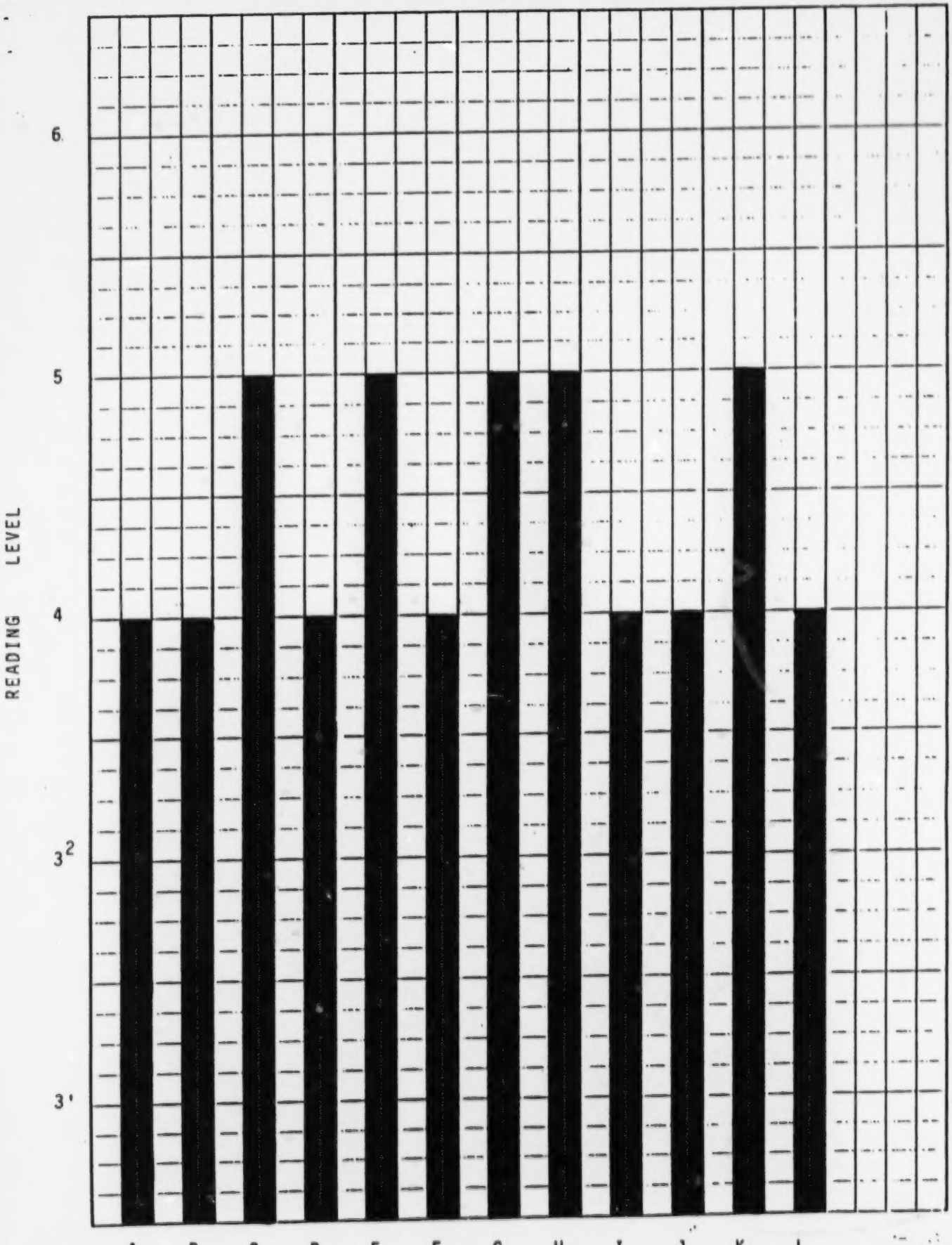


APPENDIX F

POST-TREATMENT INSTRUCTIONAL READING LEVEL

Appendix F

POST-TREATMENT INSTRUCTIONAL READING LEVEL

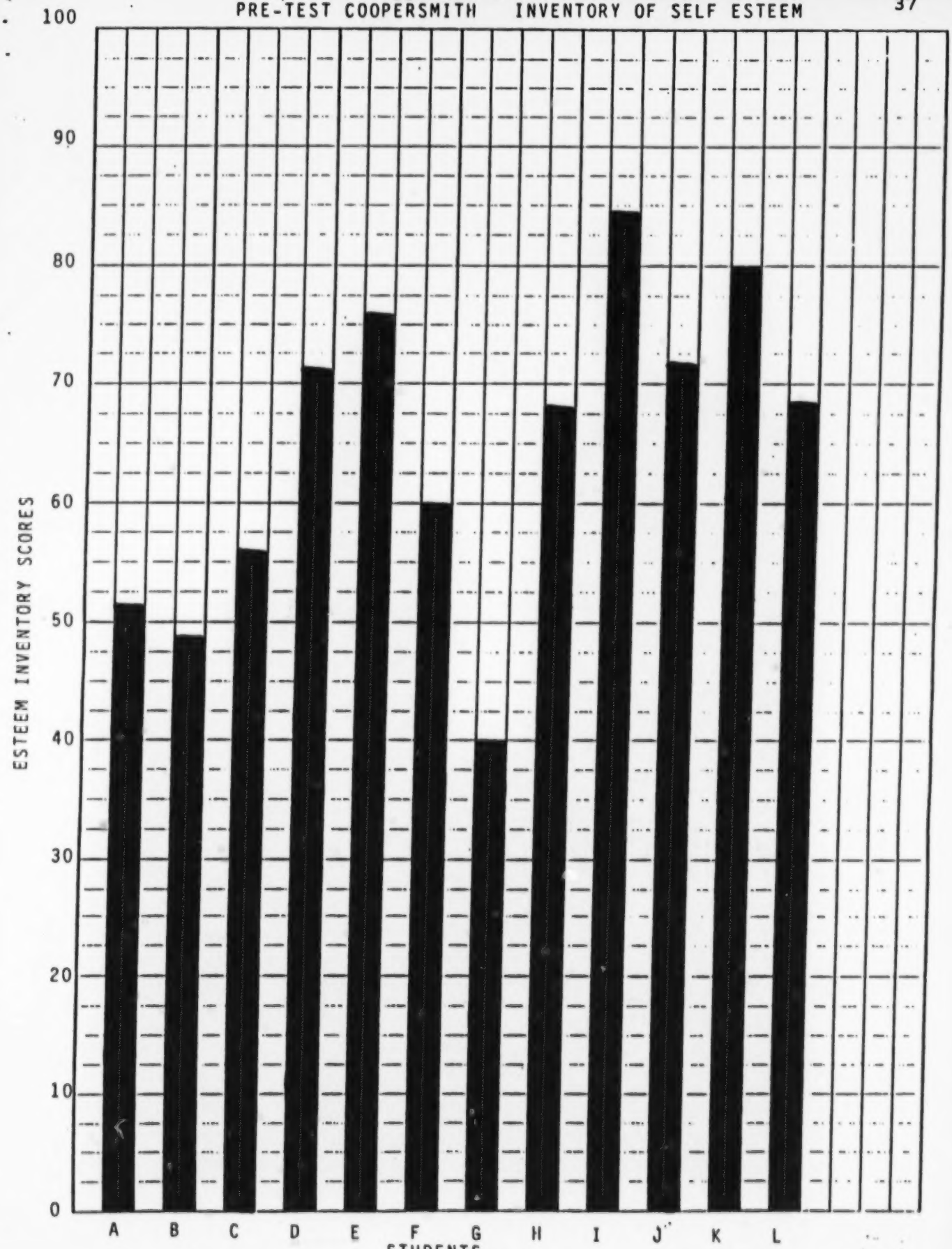


APPENDIX G

PRE-TEST COOPERSMITH INVENTORY OF SELF ESTEEM

Appendix G

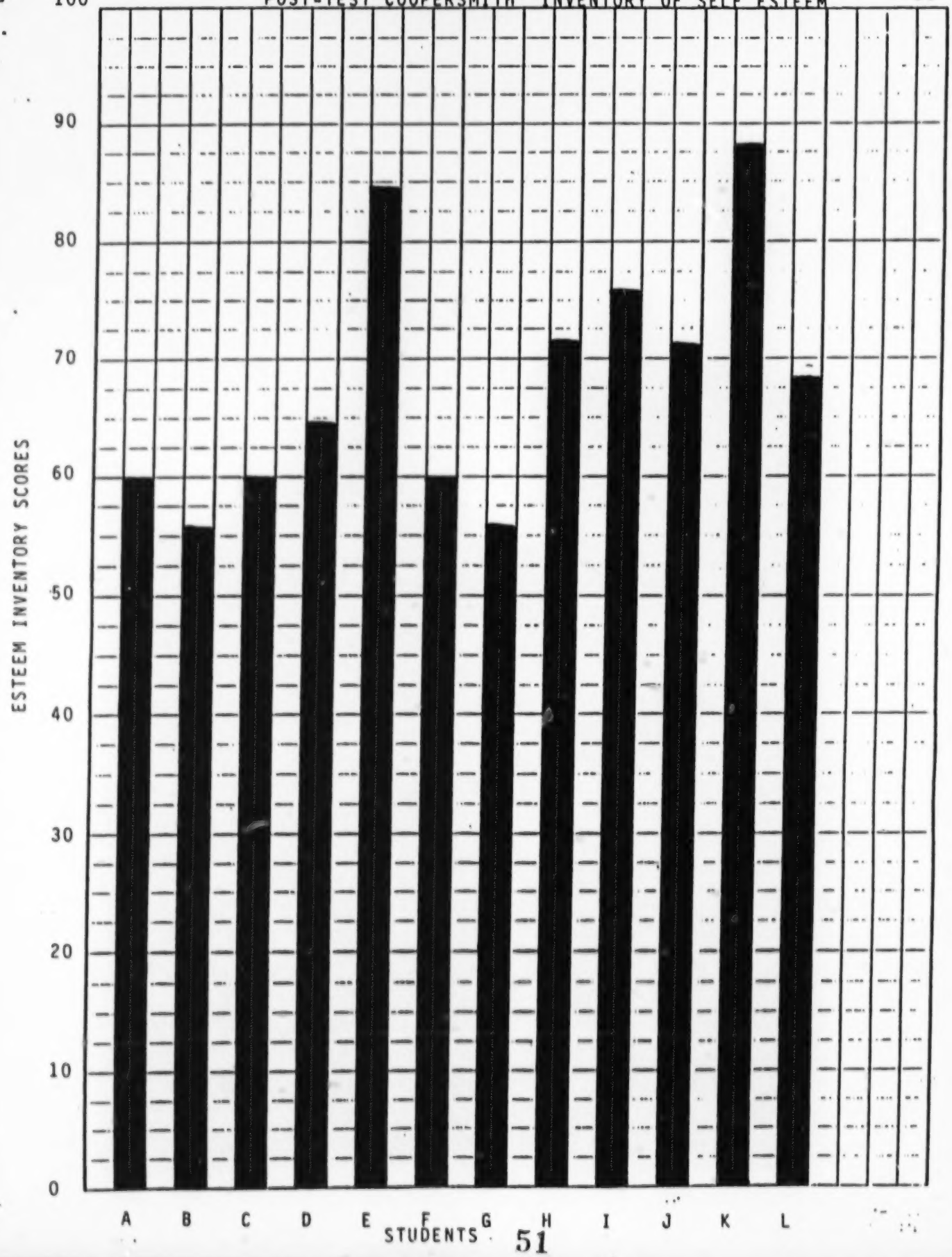
PRE-TEST COOPERSMITH INVENTORY OF SELF ESTEEM



APPENDIX H

POST-TEST COOPERSMITH INVENTORY OF SELF ESTEEM

POST-TEST COOPERSMITH INVENTORY OF SELF ESTEEM

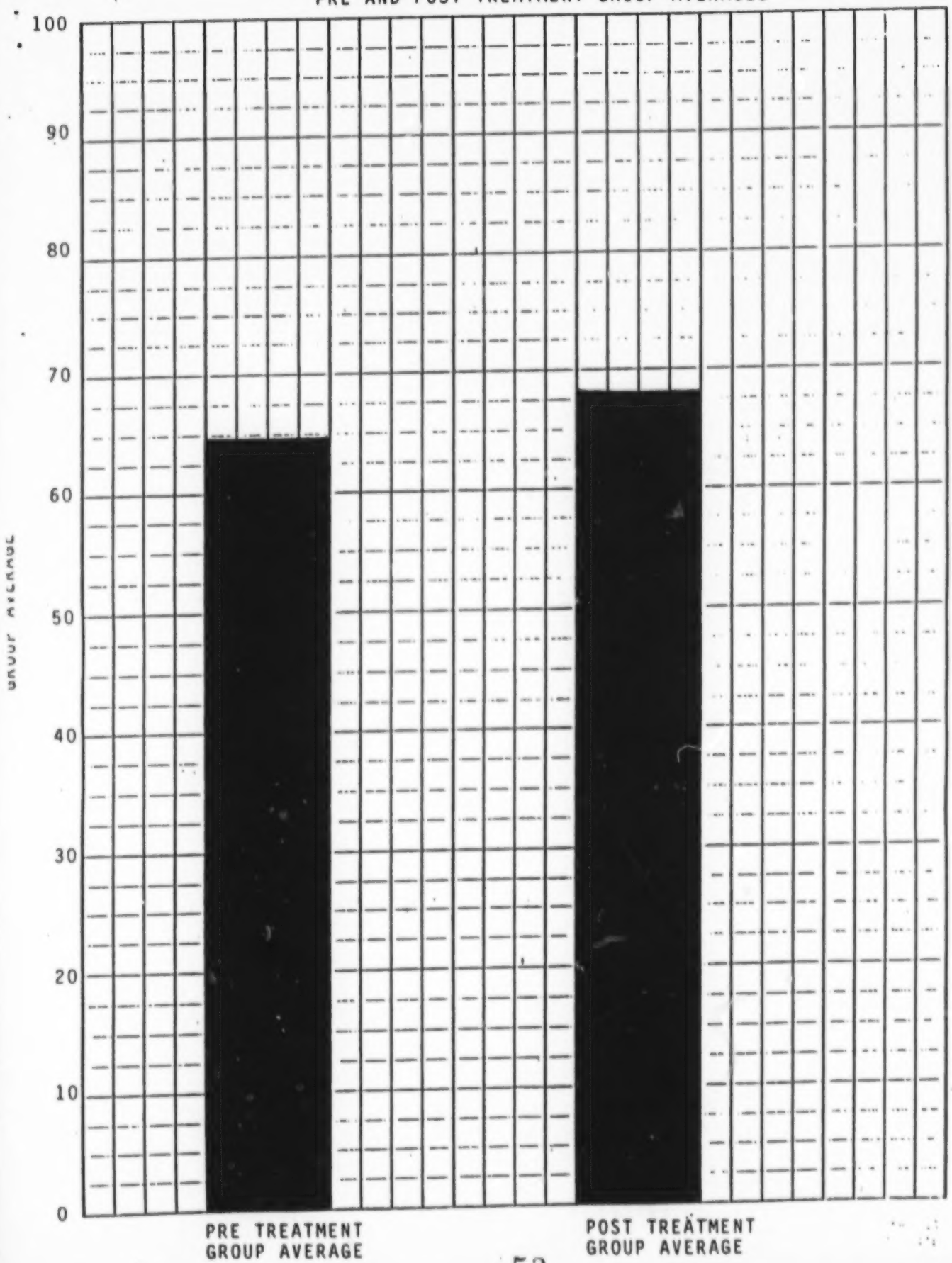


APPENDIX I

COOPERSMITH INVENTORY OF SELF ESTEEM
PRE AND POST TREATMENT GROUP AVERAGES

COOPERSMITH INVENTORY OF SELF ESTEEM

PRE AND POST TREATMENT GROUP AVERAGES

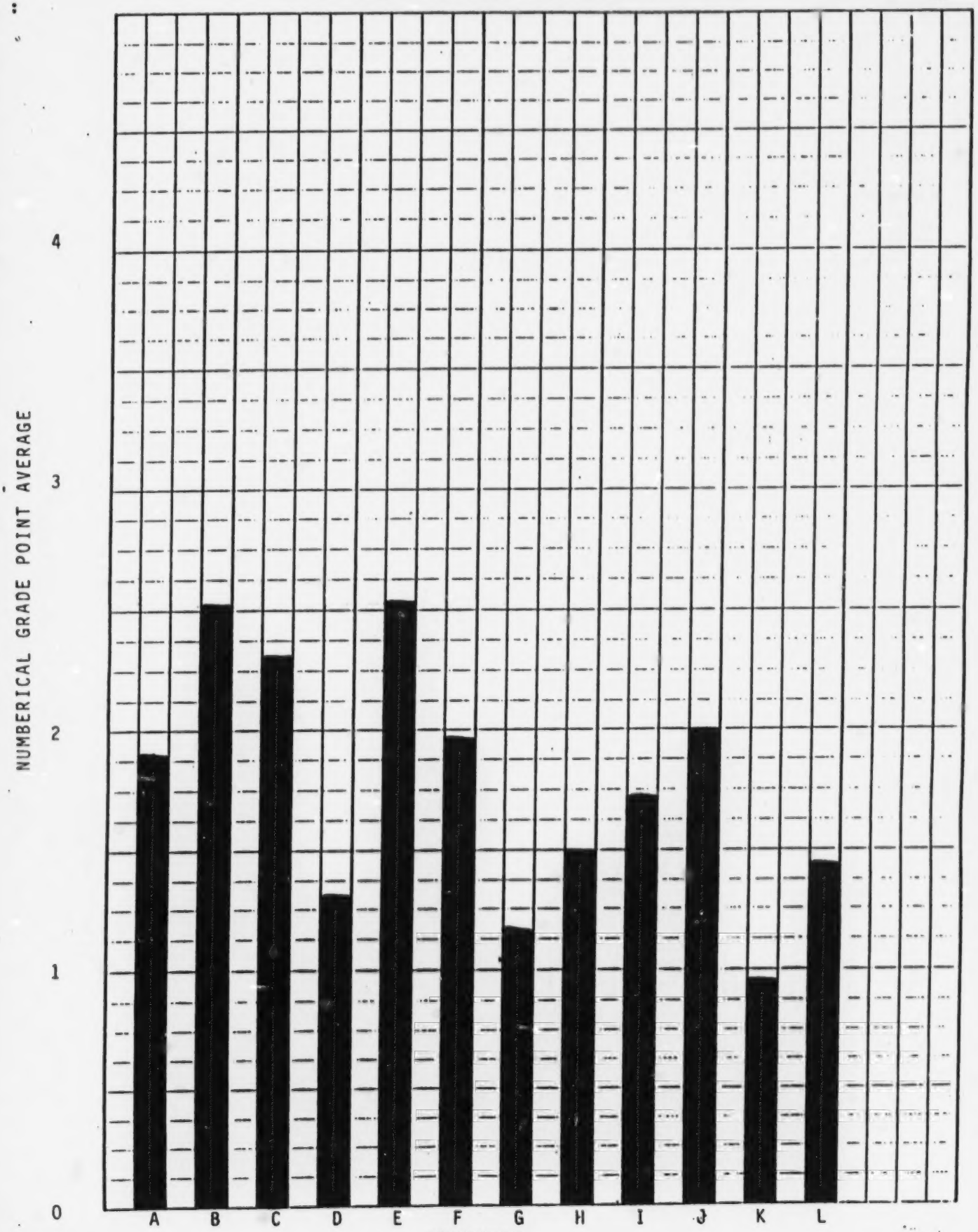


APPENDIX J

PRE-TREATMENT ENGLISH GRADE AVERAGE

Appendix J

PRE-TREATMENT ENGLISH GRADE AVERAGE

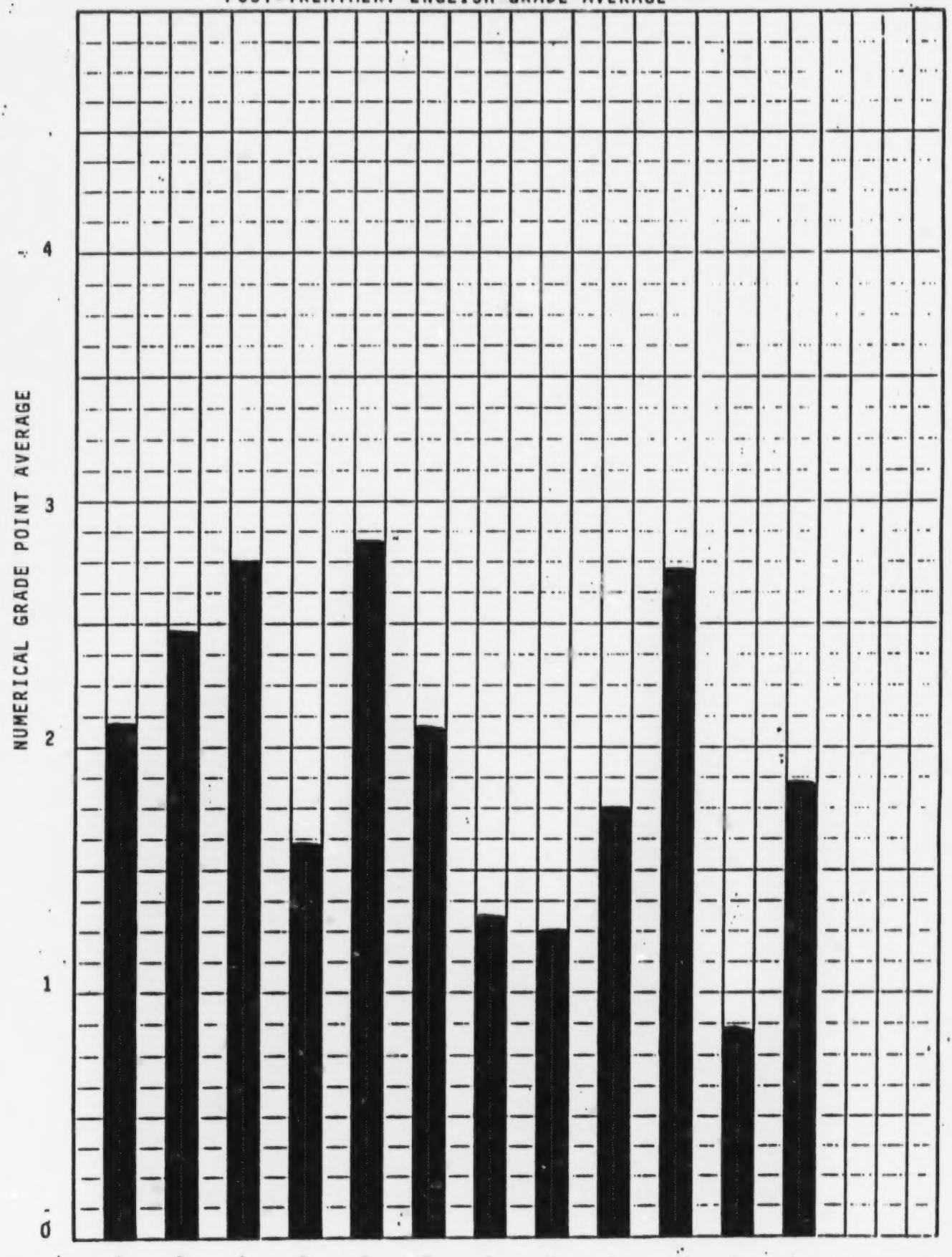


APPENDIX K

POST-TREATMENT ENGLISH GRADE AVERAGE

Appendix K

POST-TREATMENT ENGLISH GRADE AVERAGE



APPENDIX L

ENGLISH GRADES PRE AND POST TREATMENT GROUP AVERAGES

Appendix L

ENGLISH GRADES PRE AND POST TREATMENT GROUP AVERAGES